DOCUMENT RESUME

ED 050 623 FL 002 199

AUTHOR	Subramoniam, V. I., Ed.
TITLE	Papers Relating to the Experimental Course in a South Indian Language.
INSTITUTION	University of Kerala, Trivandrum (India).
PUB DATE	70
NOTE	38p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Dialects, *Indians, Indo European Languages, *Intensive Language Courses, *Language Instruction, Linguistic Theory, Modern Languages, Teaching Methods, Universities
IDENTIFIERS	*India, Intensive Kannada Course

ABSTRACT

Faced with a multitude of internal problems caused by the large number of languages and language dialects in India, linguists discuss ways and means by which language instruction might be improved. An intensive language course given at Kerala is described in several addresses and in short articles on language theory. Commentary on all aspects of the course is included. (RL)

Papers relating to the Experimental Course in a South Indian Language

ED050623

Edited by
V. I. Subramoniam

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Trivandrum, 1970

Printed at the Kerala University Press, Trivandrum

FL 002 199

CONTENTS

		Page
1.	Prefatory Remarks	1
2.	Introduction to the Method	4
3.	Address of Welcome	14
4.	Inaugural Address	17
5.	Welcome Address	19
6.	Presidential Address	22
7.	Report on the course	24
8	Request to the Panel	30
9.	Report of the Panel	31
10.	Felicitation from the F. A. C. T.	33
11.	Post-script	36

PREFATORY REMARKS

India has a live problem of languages. With 1016 classified and 514 unclassified languages spoken in India according to the 1961 Census, this problem is likely to assume an unmanageable proportion as time advances.

For politicians the linguistic problem will yield an unfailing return as long as the electorate are conscious of their language rights. A government which functions in a language alien to the electorate is likely to be misrepresented and misunderstood. There is no approvable substitute for the mother-tongue for transaction in government and educational institutions, even though, the mother-tongue of the electorate is an undeveloped and unwritten language. A recent experimental proof that native American children who were taught in Spanish showed a lower I. Q. than those who studied in their mother-tongue, has settled once for all the fact that teaching through the mother-tongue, however rudimentary that language might be in the developmental scale is superior to teaching through a foreign, though developed language.

The recent controversies over the language question in India have served as a pointer that the people will not be content to accept any solution other than the use of the mother-tongue in government and educational institutions even if the number of speakers of a language may not be sizable. The success of the Swiss experiment to introduce German and French spoken by ninety per cent of the population and Italian spoken only by six per cent for transactions in government and educational institutions and of the Russian experiment in which the local languages have been used as the languages of the various Republics, which number about two hundred and Russian as the link language for all the Republics is pointed out by them in support of their stand. Though the formation of the linguistic states has pacified for a short while the demand for separate states on the basis of language, the recent demands for further division of the country have also as reason, the existence of another language or other languages. This in some cases is overtly mentioned as in the case of the Punjab and Hariyana. In Telengana it is covertly stated. This demand for division will continue as long as the linguistic culture plays a dominant role in the outlook of the people. The only remedy is to devise a scheme by which all languages of the people are recognised as the language of the government at the

Centre and States, as well as the medium of instruction in the educational institutions. Such a proposition, appears to be ideal; but, will it be practicable? Technical advances registered in recent years have made the proposition not too difficult to achieve. I mean here the efforts to automatize translations, and the improved methods of teaching languages. Even with the existing resources we can improve the method of teaching in India so that, languages are learnt within a limited time, and learnt thoroughly.

The machine translation projects actively pursued in U.S.A., U.K., U.S.S.R. etc:, face several difficulties due to the complexity of the language mechanism. Occasionally pessimistic prophecies are whispered. In spite of all these, energetic groups are working hard with optimism. Whether or not the automatic translation is going to be a viable business proposition, its academic gains, even at this stage are indisputable. The bilingual dictionaries and grammars and the refinement in linguistic methods they have brought, are some of them. Not a day is too early to prepare for Indian languages dictionaries and grammars which are oriented towards machine translation and to popularize computer technology in linguistic coding.

The second suggestion on the improvement of teaching is an urgent necessity which can be attended to immediately. The present sysem of teaching languages occupies one fourth of the working hours of the children in Kerala in the Primary School stage, one third in the High School level, a little over half at the Pre-Degree stage and one third in the graduate level. Over five full academic years out of fifteen are spent in learning languages. In spite of these long years of schooling, the percentage of pass in English is about 40. In the mother-tongue it is between 70 and 80. Besides the wastage in the form of failures, the standard acquired in languages, especially in English, by the candidates who have passed the examinations is not worth mentioning. An effective method of teaching will not only attract more students to learn languages but minimize the wastage involved in the present system.

The method of teaching proposed in the following pages has grown out of a personal experience of learning quickly languages which are related to each other. A few trial courses have proved beyond doubt the validity of the method. An experimental course conducted simultaneously for the three languages will help in modifying points which are not yet certain and to confirm propositions that are yet to be confirmed.

A blue-print detailing the various aspects of the project and seeking the support of the University of Kerala for a grant of Ten thousand Rupees only for testing this method was submitted by the Principal Investigator on 2-11-1967. The Registrar, University of Kerala, promptly forwarded the proposal to the Secretary, University Grants Commission, New Delhi, who in a reply advised the University to submit the proposal to the Ministry of Education, Government of India, New Delhi. The Ministry in turn pleaded its inability because the scope of the project does not fall under its purview for a grant. Meanwhile, B. B. Rajapurohit. N. Sivaramamurthi and A. P. Andrewskutty showed an unusual interest in the proposal and agreed with me to complete the grammar, lexicon and the lessons before making a fresh move for a grant to run a trial course, in spite of their heavy commitments in teaching and research. K. Kuttalam Pillai, who had agreed to work on the preparation of the Tamil lessons could not proceed further in his work after completing the word index, due to unexpected commitments.

When the work was in progress, the group of investigators met atleast once in a week and discussed the problems in segmentation and analysis, difficulties in formulating statements, framing lessons etc. A complete record of the proceedings of the meetings was meticulously kept by B. B. Rajapurohit, who acted as the Secretary for the Project. Along with him N. Sivaramamurthi and A. P. Andrewskutty cheerfully bore the brunt of implementing rigorously my proposals which were formulated theoretically. They also saw to it that the preliminary draft was completed in time. To the three investigators and to the authorities of the University of Kerala, I am immensely grateful for their help and continued support. To the Editors of Kerala Kaumudi, Mathrubhumi, Dinamani, Swatesamitran, Andhraprabha, Andhrabhumi, Prajavani and Samyukta Karnatak, I am thankful for their ready consent to make use of materials from their papers for this project.

V. I. SUBRAMONIAM

INTRODUCTION TO THE METHOD

Any human being who speaks a language should have been a learner as well as a teacher, consciously or unconsciously. If the language is his mother-tongue, he learns it in his early childhood from his parents, siblings, and members of his society, and teaches it in his adulthood to his fellow beings of his village. If he knows another language its learning will have been more systematic than that of his mother-tongue. His experience in learning languages grows in proportion to the number of languages spoken by him. Learning a language, thus, is an experience shared by all members of the society. This has enabled every one to evaluate and criticise any hypothesis formulated for learning. This again is the reason why any of the existing hypotheses do not completely satisfy any learner.

COMPLEXITY IN LEARNING LANGUAGES

The factors involved in learning a language are many. The language proneness of the individual, his motives in learning, the teacher and his method, the lessons, the opportunities one gets in life by learning a language etc., are a few. Because of the involvement of complex-in some cases contradictory-factors, 'no one educational method is a cure all'. (1)

LEARNING OF MOTHER TONGUE AND OTHER LANGUAGES

Learning one's own mother-tongue and learning a language in addition to the mother-tongue are two related areas of learning with a difference. In learning one's own mother-tongue, interference of any other language is non-existent. In learning another language interference of the mother-tongue in the process of learning is a factor to be reckoned with. In the first, only acquisition of a language is involved. In the second, in addition to acquisition, restraint of the mother-tongue is also involved. The number of languages learnt increases the efforts of restraining the languages already learnt, while acquiring a fresh language. The same method of teaching can be employed for both types of learning.

METHODS OF TEACHING

Among the methods adopted in teaching languages one is the grammar-translation method. This involves the grammatical analysis of the language taught, and the categories of grammar

(1) 'A Guide to Programmed Instruction' by Jerome P. Lysaught and Clarence M. Williams, John Wiley and Sons., Inc., New York, London, 1963, p. 20.

being defined in general terms with reference to meaning. The mother-tongue of the student is extensively used in teaching the foreign language through this method. Opposed to this is another method, the direct method, which abhors the use of the mother-tongue while teaching another language. Practitioners of this method engage the pupil in conversation and supply meaning by referring directly to objects and picture charts. They make signs or act out the meaning of sentences in order to make the students understand their significance. Grammar is used by some. Others give little importance to it. None of its followers use the grammatical analysis of the native language.

A third method now gaining popularity is the audio-lingual method which admits the use of the mother-tongue to supply meaning to the students. At the same time, it insists on memorizing dialogues and stories. Writing and reading are not used during the initial phases of instruction. Grammatical exercises, drills and changes in sentence patterns by substitution, are practised in this method. (2)

The first and second method are opposed to each other while the third one, the audio-lingual method largely is a compromise.

UNIVERSALS IN LANGUAGES

The Transformational approach to linguistics, in particular has brought to the fore (1) the innate knowledge of rules in every human being which constitute the grammar of any language, (2) the analysis of all sentences in a language in terms of deep structures which are abstract representations of underlying conceptual categories and patterns which are converted into surface structures by the application of transformational rules and (3) many aspects of deep structure and many types of transformational rules and other formal features are universal for all languages. (3)

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(2) a. 'Foreign Language Learning', Robert L. Politzer, Prentice Hall Inc., Englewood Cliffs, New Jersey, 1965, pp. 11—12.
b. Chapters 5 and 9 in 'The Linguistic Sciences and Language teaching', M. A. K. Halliday **etal**, Longmans, 1966.

(3) 'Learning a Language in the Field: Problems of Linguistic Relativity, J. C. Catford, University of Michigan, Modern Language Journal, Vol. LIII, May, 1969, Number 5, p. 310, as cited in 'Aspects', Noam Chomsky, Mass. M. I. T. Press, 1965, pp. 51—58.

COMMONNESS IN COGNATE LANGUAGES

Though the theoretical stance of the transformationists is quite nebulous and their achievements over stressed, there is little doubt that languages belonging to the same family share more commonness than the unrelated languages. The closeness between the related languages increases according to the time of separation of each language from the family-the recent ones being much more closely related than those which separated from the family earlier. Time depth increases the complexity of member languages. Historical Linguistics has demonstrated beyond reasonable doubt that if two languages are related they share common phonological, morphological, syntactic and semantic features due to common inheritance. Variations between them are due to contacts with other languages or due to internal developments. The area of commonness will be more, if the time of separation of the two languages is recent. It will be less if the time depth is longer. Learners of these languages exploit the areas of commonness to their advantage and acquire easily the other language. The relationship between the two cognate languages is similar to that of dialects in a single language. Any speaker of a dialect can acquire easily another dialect of the same language because of their commonness. If the members of a family of languages are spoken in an area for a considerable length of time, with common contacts and political history, their differences on that count will be negligible.

PERSONAL EXPERIENCE

All four members who worked in the project have different languge backgrounds. V. I. Subramoniam's mother-tongue is Tamil. B. B. Rajapurohit is a Kannadiga. N. Sivarama Murthi speaks Telugu as his mother-tongue. Malayalam is the mother-tongue of A. P. Andrewskutty. But learning Malayalam or Kannada or Telugu for a Tamil speaker was comparatively an easier experience than learning Russian or German. This experience shared by all members has been exploited for teaching purposes.

TIME DEPTH AND CONTACTS

The four major languages have a time depth ranging from 1000 to 3300 years : Tamil-Malayalam, 10th Century A. D.: Tamil-Kannada, 4th Century A. D. : Malayalam-Kannada, 3rd Century A. D.: Kannada-Telugu, 9th Century B. C.: Tamil-Telugu, 10th Century B. C.: and Malayalam-Telugu, 13th Century B. C.(4)

(4) Lexicostatistic Analysis of the Chronology of the Disintegration of Proto-Dravidian, M. Andronov, Indo-Iranian Journal, Vol. VII, 1964 Nos. 2 and 3, Mouton, Holland, p. 179.

Their history of contacts was also similar. Sanskrit, Prakrit and Pali were the early sources of borrowing for all the four languages. From historic times, they were spoken in an area in which they are now spoken, with boundaries which have remained almost unchanged. These factors have added to the easiness in comprehension and learning of these languages.

LEARNING AND RETENTION

Learning and retention are two factors seldom separated in language teaching. Motives such as instrumentation and integration help in the retention of the languages learnt, because of the needs they create in life.(5) Besides these, a causal explanation offered to a problem in a language enables especially the adults to retain that fact for a long time to come. Cognate language analysis provides explanations which will help the learner to remember facts of a language for a considerable length of time.

DELIMITATION OF THE GOAL

The goal of all language learning is to acquire a native like command of both the spoken and written varieties of the language. Such a goal is sizable and unachievable within the limited period of time which a learner normally spends in learning. The availability of dialects-regional and communal-complicates the learning in all languages. The literary language, if spoken, will bring forth a response of derision from the folks. Their replies will be hardly understood by the students of that language. A standard colloquial in the above said Dravidian languages is non-existent, which further complicates the problems of learning. Limitation of the goal, and finding an alternative for the standard language are the two necessary steps for all language teachers in South India.

The Newspapers with a large circulation can be assumed to adopt a variety of language which is understood by the masses in that language area. The language of the Newspapers for practical purposes is a colloquial standard because of their circulation among a large number of the native speakers. Learning to comprehend, read, speak and write the Newspaper-language is the goal set for the course which will run for a period of four weeks only.

CHILDHOOD LEARNING AND ADULT LEARNING

In childhood, learning is believed to be easy. Though experimental data have not enabled to confirm or reject this hypothesis, it is accepted that children have a pre-puberty biological

(5) Learning a Language in a Field — J. C. Catford, Modern Language Journal, Vol. LIII, May 1969, No. 5, p. 315.

pre-disposition which enables them to achieve fidelity in pronunciation.[6] Adults on the other hand can listen intensely and comprehend more quickly than children. Memorization will be difficult for adults, whereas explanatory clarifications enable them to remember the facts of language for a long time. Substitution and generation of language forms are easier for them to handle than for children. The learners to be experimented in this project will be adults of the age bractet of 20-30.

COMPARING OTHER METHODS

The cognate method detailed above is principally useful in selecting words phrases and sentence frames for lessons. To a limited extend this can be used also in explaining difficult vocabulary items or points of grammar.

Since all parallel items in phonemics, grammar and semantics of two related languages are pressed into service in this method it does not sift the inherited from the borrowed items in languages as is done by the comparative grammarians. Unlike contrastive grammarians who describe the two languages and match them, this method emphasizes the framing of statements and rules which are common to the related languages or are applicable to the data found in the related languages. Commonness is its keynote. Exploitation of the commonness is its outlook. If a teacher has any partiality for the Grammar-translation method or the Audio-lingual method he is at liberty to make use of one or more methods in presenting the lessons prepared on the basis of this method. In that sense this method is accommodative.

SHORT-COMINGS IN THIS APPROACH

(a) Newspapers seldom use certain fundamental vocabulary items like first and second person pronouns. This defect has been overcome by supplying such vocabulary items to the corpus but listing them within brackets in the Dictionary. The Newspapers often make use of vocabulary items which are not deep rooted in the language, but are popular for a period of time and forgotten after that. Chances of such items entering the lessons have been minimised because of the preference shown to words which occur in more than one language.

(b) The similarity in sounds in related languages will be a liability rather than a help because of the experience of learners to be easily mislead by similar sounds. Experience has shown that the learner will be tempted to substitute the native sounds

'6) 'The Optimal Age to Learn a Foreign Language', James J. Asher and Ramiro Garcia, Modern Language Journal, Vol. LIII, May, 1969, No. 5, p. 335.

wherever their counterparts occur in the new language. But no two languages can have a sound system which can be considered as entirely different. Universal distinctive features in languages so widely apart structurally and geographically confirm that similarity of sounds is a factor available in all languages. When sounds are similar, the learners should be adequately cautioned against the possible errors rather than avoiding them. In related languages the difference in pronunciation and the difference in distribution of similar sounds are comparatively less. Therefore this point cannot cause much difficulty for learners.

(c) All rules of conversion of one related language to another have to be remembered by the learner if this method is to be successful. This will be time-consuming and will be unnecessarily burdensome because the learner has to remember rules which may not be immediately needed for this purpose. Conversion rules in any method have to be learnt overtly in the grammar-translation method and covertly in the direct method. They cannot be eliminated in learning any language through any method. But in this method, new rules are fewer and are learnt quickly because the starting point of learning is the common rules found in the related languages.

(d) Another important criticism against this method is that it will be useful in learning only related languages belonging to a family. For learning languages other than the related ones, this method will be of little use. Satisfactory achievement of this end is in itself a major step in language learning. Besides, the experience gained in adopting this method can be utilized for exploiting the universal categories found in unrelated languages for the purpose of teaching.

(e) Yet another theoretical objection, not so strong now, as it was during the Post-Bloomfieldian days is mixing history in describing a language. When function determines the form of the grammar, this theoretical objection deserves little cognizance.

PREPARATION OF MATERIAL FOR TEACHING

COLLECTION OF NEWSPAPERS

The daily issues of Newspapers published from two important cities in the four States, one in the southern region and the other in the northern area, were collected from 1-11-1967 to 4-11-1967. For Malayalam, issues of Kerala Kaumudi published from Trivandrum, the southern city in Kerala, and Mathrubhumi published from Calicut the northern city of Kerala were collected. For Tamil, Dinamani published from Madurai, the southern city, and Swatesamithran published from Madras, the northern city of

Tamilnadu, were gathered. The Vijayawada edition of Aandhraprabha and Aandhrabhuumi from Secundrabad were collected for Telugu. For Kannada, Prajavani and Samyukta Karnatak published from Bangalore and Hubli respectively were filed.

INDEXING

Out of two Dailies for this preliminary draft, only one issue each of the four languages were word-indexed. The issue of Kerala Kaumudi dated 3-11-1967, the issue of Dinamani dated 3-11-1967, Aandhraprabha dated 3-11-1967 and Prajavani dated 3-11-1967 were indexed thoroughly and the list of words was written with meaning. The phrase and sentence frame indexes were also prepared.

GRAMMAR AND LEXICON

A grammar for each language was prepared on the basis of the indexes. For phonology, the pronunciation of the investigator who is a native speaker of the language concerned was taken as the basis for analysis. In all aspects of grammar and phonology, statements which will accommodate the facts found in the four languages are more preferred than narrow statements covering occurrences in a single language. This in some instances appeared to be a bit artificial. But on second thought, it was found to be beneficial and easy to state. Several grammatical possibilities which were hidden in the four languages were made clear, by this type of analysis. The common items in phonology, morphology and syntax were listed along with the items which differ from each other. The frequency of words and the percentage of tatsama and tadbhava were also calculated for each language. On the basis of syllables, the words were sifted as monosyllables, disyllables, tetrasyllbles etc. A dictionary consisting of the words with their meanings was compiled.

LESSONS

The common items in phonology, grammar and semantics were utilized to construct the initial lessons. Complexities were introduced in the succeeding lessons. In general the subject matter of each lesson was common for all the four languages. The common construction patterns were utilized fully. Whenever the subject matter of a lesson needed vocabulary items which were not found in the index, new, but probable words were introduced which were explained later. But such items were few in number.

LESSON AIDS

Each lesson was appended with a lesson aid in which the grammatical explanation, cultural details etymological informations with conversion rules in phonology and grammar, the meaning changes if any, indigenous and loan words, the conversion rules for loan words, exercises, pronunciation drills, patterns etc., were included. The grammatical informations were graded and were introduced gradually with cross references in order to avoid monotony. The aim of introducing lesson-aids was to minimize the task of the teacher. The lessons with their aids will be self-explanatory and the need for a teacher will be confined to the teaching of pronunciation.

DURATION OF THE COURSE

The lessons have been shaped for a course running for four weeks. In each week five to six lessons are covered.

The lessons to be covered in the first week contain a vocabulary of a thousand items.

In the second week five hundred additional vocabulary items are introduced. In the third week seven hundred and fifty additional items and in the fourth and final week another seven hundred and fifty items of vocabulary are added. The total vocabulary introduced will be about three thousand.

SPEAKING AND WRITING

In the first week pronunciation and intonation patterns are taught and practised with the help of a native speaker and tape recorders.

In the second week, the details of the scripts and their commonness are discussed in the class room. Practices in identifying the script are administered in the class room. In the third week writing single words and simple sentences, along with reading newspapers, and speaking are encouraged.

In the fourth week, short essays and letters are written by the students as part of the class work. Short lectures and dialogues are also encouraged.

The last two lessons which are passages taken from the Newspapers are given in native scripts in addition to the Roman script ;

TEACHERS

The teachers employed will be native speakers of the language or non-native speakers supported by native speaking assistants. They will have minimum gifts of presentation or personality.

STUDENTS

Students with average ability who have passed the B. A./ B. Sc. examination with 40 — 45% in any one of the language parts will be selected for instruction. They will be between the age group of 20 — 30 years.

TIME SCHEDULE OF WORK

The Course runs from Monday to Saturday in each week. The time schedule for each day is as follows :

8-00	—	8-45	Introducing linguistics and linguistic terminology in the first week. From the second week it will be alternated with an introduction to the history and culture of the people
9-00	—	10-00	Lessons
10-30		12-00	Drill on the lessons by a native speaker
2-30	—	3-30	Lessons
3-45	—	5-00	Drill
6-00	—	7-00	Reading of journals, Newspapers, Listening to tape-recordings. Guided home work for students who need assistance
8-30	—	9-30	Relaxed conversation about the language area if all students live in a hostel

On Sundays an excursion to a nearby village where the language is spoken will be arranged.

EVALUATION

In the beginning of the course, a questionnaire to evaluate the knowledge of each student on the language to be taught is administered and scored.

On every Saturday, a test based on the lessons given in the week is conducted and the scripts are scored before the students. They are to correct their own mistakes.

On the final day in the fourth week, a questionnaire is administered to the students to assess their achievements.

An expert committee will compare the scores and suggest improvements.

TRIAL COURSE

A trial course in Telugu attended by three Tamil speakers was run on 28th May, 1969 for a single day. They all felt that the lessons were easy to comprehend and learning Telugu was simplified by this procedure. They suggested the grading of grammatical informations and recording of the pronunciation on tapes. The Tamil speakers found it difficult to pronounce the voiced and aspirated stops of Telugu.

Another trial course for Telugu has been conducted with the M. A. students of the first year who are twelve in number. Because of their detailed reactions the Investigators planned for a full length course.

Another course was tried with a set of foreigners for Malayalam.

FUTURE IMPROVEMENTS

The theory on the basis of which the teaching material has been shaped has been acknowledged by the students of the trial course to be quite effective. The contents of the lessons and the informations in the lesson-aids need improvement in the light of our experience in teaching the course. The budget for a full fledged trial course for the three languages is given below.

BUDGET FOR A FULL-FLEDGED TRIAL COURSE

	Rs.	Ps.
Fellowship at Rs. 200/- per scholar to cover travel, board and lodging for four weeks for 30 scholars	6,000.00	
Honorarium for four instructors with four assistants at Rs. 250/-	2,000.00	
Honorarium for Clerk and Typist at Rs. 100/- each and peons two at Rs. 50//- each	300.00	
Office expenses, printing, mimeographing, advertisement and T. A. for experts	1,700.00	
Totdl ...	10,000.00	

V. I. SUBRAMONIAM

ADDRESS OF WELCOME

V. I. Subramoniam

10—8—1970

Colleagues and Friends,

Before introducing to you the method of teaching languages evolved in the Department of Linguistics, I should introduce to you our Chief guest, Sri A. N. Tampi whom many of the marketing officers as well as the public of Trivandrum know intimately and remember with respect his many contributions to the growth of the society. He is a man of high culture and an undisputed doyen among Educationists in India. He was responsible for originating many educational schemes, implementing them and evaluating them for their yield, when he served this part of our country as the Director of Public Instruction, as the Principal of the Alagappa Chetti College at Karaikkudi and later as the Chairman of the State Board of Education of the Government of Kerala. When the course for Malayalam was tested with a group of six foreigners in October last, I proposed to invite Sri Tampi to head the panel to evaluate the performance of the students. He was then out of station and we had very little time to wait for his return. So we assembled a local Scrutiny Committee consisting of M. Manuel and G. K. Panikkar. Therefore it is our fortune that Mr. Tampi has been kind enough to accept our invitation and is present today to inaugurate the course, in spite of his age and other commitments.

Many of us have experienced that learning to speak and write another language of the Dravidian family is not difficult if we are native speakers of any one of the Dravidian languages. A speaker of Malayalam can learn Kannada much more easily than German or Russian. This is largely due to the common vocabulary items, sounds and grammar in the four Dravidian languages. These have been exploited in preparing the lessons for the course.

All major languages of the Dravidian family have dialect differences. In Malayalam the southern dialect is quite different from that spoken in the north. The Muslims have a dialect of Malayalam which is not easy for the Nayars or the Ezhavas to comprehend. A standard language which can be understood by a majority of people is not easy to locate. The language of the Newspapers which have the largest circulation has been taken as a substitute for the standard language. The lessons in the course are based on the language of the Newspapers.

On all counts, intensive learning is much more productive than leisurely learning for a year or two along with other subjects. Hence a four weeks schedule of seven hours per day for six days in a week is framed for this course. Roughly a candidate puts in 168 man hours within the four weeks. In a year of forty weeks with four hours per week a candidate can get instruction only for 160 hours. So this course in terms of an academic year is just over one full year.

If the results of one's toil are known then and there, the candidate will be encouraged to do more work. The success of this procedure has been confirmed by educational psychologists. All efforts have been taken to score the questions and answers as the candidate learns daily and to supplement it with a weekly test which will be scored and discussed in the company of the candidates.

The present course consists of learning through a set of lessons prepared and mimmeographed for Kannada. This will be followed by an hour of instruction in phonetics alternated with a general introduction to linguistics. This will be followed by drills in pronounciation, pattern practices, grammatical exercises and supervised conversation, reading and writing. The candidates and the Instructors will work together in the course for four weeks to achieve the common goal of mastering the language.

If this trial course succeeds, it has great potentialities in solving the language problem of India, besides simplifying the method of teaching languages in the schools and colleges in our country. Scenting its potentiality when a mimmeographed copy of the course was presented to the Vice-Chancellor in October last as a Puja gift, the University of Kerala issued a press note pointing out the advantages of this method. The enterprising Chief Marketing Manager of the F. A. C. T., Mr. K. Prabhakaran Nair among a few, noted the implications of this method and wrote to us immediately inviting us to conduct a trial course for the Marketing Officers of the F. A. C. T., Alwaye. Owing to administrative delay, we are happy that we are able to conduct the course atleast now, thanks to the drive and enthusiasm of Mr. Prabhakaran Nair.

Again it is he who has authorized me to let out partially a confidential policy of rewarding the candidates who fare very well in the course with increments and cash rewards. Therefore gentlemen, let us take this course seriously.

In Kerala, all major languages of India and of other countries have found a fertile ground for growth from very ancient days. The early advent of Christianity in Kerala and the migration of Jews in the early centuries after Christ paved the way

for the contact of Malayalam with Hebrew. The Arab sailors found a comfortable berth at Calicut. This paved the way for the contact with the Semitic languages. Vasco de Gama when he set his foot on the shores of Calicut had noted the presence of a white girl with a flute on the same shore. Portuguese was learnt with care and pride in the court of Cochin. Sanskrit and Tamil had found favour and patronage with nobles and kings of Kerala. I am told by Sri Tampi that Urdu was studied in the courts of Travancore. Dutch, French and English were learned throughly by Keralites who were able to contribute significantly in these three languages. Thus Kerala hosted several languages. No wonder, therefore that this small State has returned 145 languages belonging to almost all language families of the world, in the 1961 Census. We have grown well with many languages. We are going to grow well with many languages that our country has inherited. This method is just an insignificant step in achieving such a goal.

B. B. Rajapurohit is to propose a vote of thanks to the authorities of the University of Kerala and Prof. M. V. Pylee who took personal interest in this project and to the Chief Marketing Manager Mr. K. Prabhakaran Nair. Hence I will not trespass into his territory. But I would like to recall with gratitude two handsome grants, one from the Government of Mysore of Rs. 10,000/- for five years and another from the Government of Andhra Pradesh, of Rs. 6,500/- for a period of five years. These grants made it possible for the University of Kerala to appoint a Lecturer each in Kannada and Telugu. For the grant from the Mysore Government, the then Governor and today the President of the Republic of India, Shri V. V. Giri, was responsible. For the grant of the Andhra Pradesh Government, the late Shri Pattom Thanu Pillai was responsible. With shock and dismay I learnt his passing away while I was out of Trivandrum (a separate condolence resolution is moved).

Our venerable guest being a close friend of Pattom will be interested to know the latter's help to the Department of Linguistics and I request him to inaugurate the course and bless the candidates and Instructors for a successful completion of the Course.

INAUGURAL ADDRESS

Shri A. N. Tampi

10—8—1970

Friends,

I am grateful to you and the Director, Linguistics Department of the University, for inviting me to deliver the inaugural address.

You know that the languages, Kannada, Malayalam, Tamil and Telugu share several Common features in sounds, grammar and vocabulary. All these languages are spoken in South India. The aim of the present course, is, I understand, to make the participants of the course, know the spoken language in Kannada and to enable them to read the newspapers published in Kannada.

In this connection, I would like to state that the growth of Malayalam was achieved, not in conflict, but in complete cooperation with Tamil and Sanskrit. This spirit of assimilation has enriched the literature of the country and given it that necessary freedom which makes it possible for literature and art to be free from narrow provincialism. In this matter, it is difficult to talk of Kerala in isolation. It is part and parcel of Indian Art, Indian literature and Indian culture.

The history of the development of the language is marked in all its stages by the dominating influence of another language which was in literary favour during the particular periods. Tamil was the influencing factor in the earlier stage. As a matter of fact the language was at that time known as KARINTAMIL and not as Malayalam at all. We find a strong admixture of Tamil in the songs of the period composed by Kulasekhara Alwar and others. The Payyannur Pattola, the earliest work known to the student of Malayalam will read to the modern Malayali as Gothic to the Englishman.

The European missionaries who settled down in Malabar gave a great fillip to the growth of Malayalam. For proselytism and propoganda they mastered the "lingua malabarica" with characteristic ease and thoroughness. By the publication of grammar books and scientific treatises in the language, the compilation of dictionaries and the institution of printing presses, in the wake of which cropped up newspapers and libraries, they paved the way for the rapid liquidation of illiteracy in the land.

Similarly, English owes not a little to other languages for its development, and if English had grown to the present position of an international language, it is because it freely borrowed from other languages. Therefore, there should be no conflict between languages. As a student of History, let me tell you that linguistic conflict is more dangerous than political conflict. There should be complete co-operation between languages.

If you can bring about an understanding between the various languages purely from the academic side and make people eager to learn the sister languages also, the unity of India to a larger extent, will be achieved. Freedom and facilities should be given to people to study as many languages as possible, and that will be really a proper educational approach towards the problem of languages.

I must congratulate you the Head of the Department of Linguistics for giving the students a chance to get instruction in other Dravidian languages like Kannada here. The grant you have received from the Govenrments of Mysore and Andhra Pradesh is the token of the great regard they entertain for you and for the Department and also because of the feeling that study of many languages is an important step in solving the language problem of our country.

With these words, let me thank you again for giving me an opportunity to participate in this function. I am happy to inaugurate the course for Kannada organised by the Linguistics Department of the Kerala University.

WELCOME

B. B. Rajapurohit

7—9—1970

On behalf of the members of Staff of the Department of Linguistics and the Trainees of the Intensive Kannada Course. I have great pleasure in extending a very hearty welcome to all who have made it convenient to spend a few hours with us here this evening.

We are all happy that Dr. A. Aiyappan, the Vice-Chancellor of Kerala University is here amidst us today. He is one of the eminent Anthropologists of India. Anthropology, which has Linguistics as its section, and Linguistics which has Anthropology as one of its sections are very closely related, with only a varying degree of emphasis on the details. Therefore it is our good fortune to have him here in the chair and I extend a very hearty welcome to him.

The very popularity of Sri M. K. K. Nair will stand in testimony to his potentialities. He is a man of varied experience both in the Government and the fast developing public Sector of India. Sri M. K. K. Nair's personality is largely responsible for the growth of the F. A. C. T. He is always a source of inspiration to his officers whether he is present or absent from the scene.

Sri S. Prabhakaran Nair, the Marketing Manager of the F. A. C. T. is a soft spoken man with a turbine of action. Our elderly colleague in a private conversation, some days ago was complimenting F. A. C. T. for having chosen a right man for the right job. It was Mr. Prabhakaran Nair's interest which has been mainly responsible to make this course a reality. I extend a hearty welcome to him.

Nearly two years ago, the Department of Linguistics conceived a method to teach Kannada, Malayalam, Tamil and Telugu to the speakers of any one of these languages in a shortest possible time, four weeks. The scheme and the teaching material were worked out with the hypothesis that it should be theoretically possible to learn or teach a genetically related language with ease. When the Department was well set to implement the scheme with its teaching material made ready for the purpose, the Department wrote to the concerned academic bodies to make a grant of Rs. 10,000/- for its implementation. Due to one reason or the other we were not lucky to get the grant. But the F. A. C. T. took interest in the scheme and came forward accepting on the

terms put forth by the University. Thus this function is the culmination of its magnificent offer. Learning another language is not only a matter of cultural give-and-take but also a necessity in the present linguistic set up of our country.

As a token of mutual understanding. the Government of Mysore made a grant of Rs. 10,000/- in 1968 to the Department of Linguistics to purchase Kannada books and subsequently an yearly grant of Rs. 10,000/- for five years, to develop Kannada studies in this University. Similarly the Government of Andhra Pradesh also made a grant of Rs. 6,500/- to develop Telugu studies. Now the Department has nearly two thousand Kannada books on its library shelves.

The cultural exchange between these two parts of India for the past many centuries, has always been a matter of great significance. Sri Sankaraacharya, has established his Mutt at Sringeri in the Mysore State. The Kerala kings had invited Scholars from Mysore. This was reciprocated by Mysore also. The kings of Kerala have also patronized the Kannada scholars. For instance the Commentator on Sabdaanusaasana, a Kannada grammar, Shri Kundaligiri Acharya was receiving grants from a Travancore king who he was, is yet to be identified. Not only Kerala has imported scholars, it has also exported many scholars. This was not confined to the cultural and academic field only, but, was extended to the administrative side too. Kerala has exported even kings. There is a reference in Jaimini Bharatha of Lakshmiisa of 16th Century, that Chandrahaasa the son of Meedhaavi, a king of Kerala Deesa, became a king in Kuntalapura, the present Kukanur in Raichur District of Mysore State.

The intensive course in Kannada which the Department conducted during the past four weeks has relevance in this sense also. Both the success and failure of such an adventure are equally valuable for us because both will have something to teach us.

Dr. R. C. Hiremath, who is the Professor and Head of the Department of Kannada and the Director of the Institute of Kannada Studies at Karnatak University, Dharwar, is looking after an active Centre of Research in Kannada Literature and Linguistics in the Northern part of Mysore State. We are very happy to have him here as an expert to evaluate the trainees and the trainers as well. Dr. Hiremath was assisted by Mrs. Elizabeth Zacharia, Professor and Head of the Department of Education, University of Kerala, Trivandrum, in explaining the intricacies of Teaching Techniques. Sri G. Raghavendra Rao, Principal, Central

School, Trivandrum who has had a long standing experience in teaching and who happens to be a native speaker of Kannada also assisted Dr. Hiremath, in explaining the practical problems involved in teaching. I extend a hearty welcome to them also.

The ten F. A. C. T. Sales Officers who underwent the training in Kannada should be thanked for the understanding they showed and the co-operation they extended to their Instructors. They withstood all the hardships that the design of the course imposed on them. As an Executive Instructor. I would like to express my gratitude to all of them.

The Department takes this opportunity to express its heartfelt thanks to all those who sent messages of well wishes especially to His Excellency Shri V. V. Giri, the President of India who with his usual large heartedness immediately wrote saying that "my good wishes are always with you".

Last but not the least, I welcome you one and all who came to grace the occasion and make it a grand success.

PRESIDENTIAL ADDRESS

A. Aiyappan

7—9—1970

Dr. Subramoniam, Sri Nair and Friends,

I am thoroughly unprepared for a speech, but you have mercifully said I am to offer only remarks, and since I have been associated with the progress of this course for some weeks, I might at once say that I am, heart and soul, with the enterprise. We are in a multi-lingual State. We have to spend more than the usual quantum of energy in acquiring linguistic skills. Long, long ago, I remember I started learning Kannada, I had to engage, since the courses like this were not available, a private tutor. And in spite of the best efforts of the teacher, my progress was so bad that he gave me up. But still I remember the verses "haaralamme hasu beeku". Also the popular, the old fashioned Kannada song beginning with "mataadabaaradeenu" and things like that. I have been just recollecting what other things I learnt. The acquisition of any Dravidian language or acquisition of any Indian language is fairly an easy thing provided, there is sufficient motivation. In my own case, I learnt Hindi in a few weeks; but, when I learnt to study Tamil, though I was living in the midst of Tamil speakers, my progress was very very slow. So I don't attribute doing a little bit of self analysis—my failure in acquiring speaking ability in Tamil due to the lack of I. Q. or the capacity to learn languages. If that was true, I should not have made any progress in learning Hindi. There the reason must be psychological, motivational. My motivation perhaps was very strong when I wanted to learn Hindi. My motivation was weak when I was making an attempt to learn Tamil. I may, by the way, find the motivation strong in the case of all these trainees here because this is part of their job, and so the motivation must be very strong. And without the evaluator telling me the progress, I can make a guess and say that those trainees, the people deputed from the F. A. C. T. Sales Department must have done very very well. I have no doubt about that. Of course, subject to correction, this is a wild guess, and I don't want to be shown to be wrong. So this is just a beginning and if the idea catches, there is nothing preventing Dr. Subramoniam and the Department of Linguistics here from embarking upon more ambitious schemes on teaching modern Indian languages.

In German there is a proverb, which translated means " all beginnings are difficult". And here also when we try to do something new, the difficulties are magnified and we feel that there is something wrong with us. The law of inertia acts and when we begin, the opposition or trouble appears to be more difficult than it really is. Here again there is considerable activity in a parallel field that is, in the production of text books in Malayalam by the State Institute of Languages. It is also trying to create interest in people here for the study of other Indian languages. Now I think at the present moment the Language Institute is conducting a course in the study of Tamil. And Mr. Krishna Warrior, its Director was tellling me that they will be having very soon courses in Bengali, Marathi etc., and I hope it will be extended to all North Indian languages such as Punjabi, Pahari etc.

The people of Kerala have more need for the acquisition of linguistic skills because this University is also partly export oriented. We have a over populated and small State that our Alumni have to go out, necessarily for their living and seek adventures in the far off places. There might be need here, not only for the study of various Indian languages but also for the study of the languages of Western Asia such as modern Arabic, say for example. Very large numbers of people are going to Persia and other places. Many of them go without any preliminary preparation. And there are people now going to Arabia. Those of them who are Muslims and have some acquaintance with Arabic, they can manage somehow. But others must be finding it very very difficult.

So here is the beginning of a very good programme in the Department of Linguistics and I hope this will be the first of a series of activities which will go on continually expanding. So I have great pleasure in being here participating in this function, and also extending my good wishes to all of you.

REPORT ON THE WORKING OF THE INTENSIVE COURSE IN KANNADA FOR THE F .A. C. T. PERSONNEL

V. I. Subramoniam

7—9—1970

Before reporting to you the teaching programme adopted for the last four weeks in the class room, I will, with your permission take a few minutes to outline to you the basic principles of what is now known among academics, in spite of our protest as the KERALA METHOD of teaching languages.

COMMONNESS IN RELATED LANGUAGES

Languages, which belong to a family, like Malayalam, Kannada, Tamil and Telugu share a large number of sounds, grammar and vocabulary items. The degree of commonness varies according to the time of separation of these languages. If Malayalam and Tamil separated around 900 A. D. and Malayalam and Kannada around 300 A. D. the degree of sameness is more between the first group than in the second group. The degree of commonness makes learning of Kannada comparatively easier for a Malayalam speaker than learning Telugu which separated around 1300 B. C. The commonness of languages is utilized fully in preparing the lessons.

STANDARD LANGUAGE AND NEWSPAPERS

All languages have dialect differences, which, even to a native speaker will be difficult to comprehend if he is familiar with only one of the dialects. There are only two ways to get over this difficulty: One is to study all dialects of the language which in practice will be very difficult to achieve. Another is to learn a standard dialect which is understood by most of the speakers of the language. The literary dialects is rigid in almost all languages. Whereas, the language of the newspapers, which are understood by millions of people is near to the spoken tongue and is flexible in absorbing new words. Hence the language of the newspaper has been selected for analysing and for the preparation of the lessons. An explanation of the method adopted and the lessons for Kannada, Malayalam and Telugu were mimeographed and a copy presented as a Puja gift to the Vice-Chancellor of the University of Kerala, in October last.

GOAL ORIENTED COURSE

If one's entire concentration is on a specified goal, its achievement will be speedy. This goal-oriented outlook has been adopted for the course as a whole, as well as for individual lessons. The lessons which are twentyfour in number have exercises with grammar, paradigms, pronunciation differences and a list of new words. The minimum that is expected of the exercises is to make the lessons understood by the Trainees. As appendices, the whole grammar and the vocabulary based on the newspaper-texts have been given. The grammar and vocabulary will help a candidate in understanding the lessons. Information not relevant to the set purpose is avoided in the lessons as well as, in the class room. The Trainees and the Instructors were conscious that every day (and every hour) was important in this course. This brought seriousness of approach to all concerned. All time-bound courses have this advantage.

DETAILS OF THE COURSE

The course which was started almost immediately after a brief inaugural address by Shri A. N. Tampi, the Chairman of the State Advisory Board of Education, Kerala State, at 9-30 A. M. on 10-8-1970 had six hours of instruction daily and an hour of rest and conversation. The morning work began with a lesson read and explained by B. B. Rajapurohit from 9-00 to 10-00 A. M. This was followed by a general introduction to Linguistics offered by G. K. Panikkar and alternated by lessons in Phonetics of Malayalam and Kannada by S. Velayudhan Asari for the first day and later by V. I. Subramoniam from 10-00 to 11-00 A. M. The Trainees who had a tea break from 11-00 to 11-30 A. M. resumed their work of reading as a group, the lessons covered earlier, and later read the lessons. This was handled by T. Chandrika upto 12-30 P. M. After the Lunch recess the Trainees assembled at 2-30 P. M. to construct the new sentences on the pattern of those found in the lessons and to acquire an ability in talking. This was looked after by V. Mahilamma upto 4-00 P. M. After tea break for half an hour, A. P. Andrewskutty engaged them for exercises in grammar constructing paradigms for the first two weeks. From the second week the writing reading and speaking ability was encouraged and supervised by him from 4-30 to 6-00 P. M.

TESTS AND VALUATIONS

On all Saturdays a test was administered to the Trainees to find out their ability in grammar, vocabulary, comprehension and later in writing in the Kannada script. The first test which was only for half an hour in duration was increased by half an hour every week. The test in the final week lasted for two hours.

On the next working day after the test, the candidates themselves scored their answers on the basis of master answers given to them. This gave them a sense of participation and an opportunity to know why they were right or wrong and how they could improve. Since they judged their own answers, the usual complaint against the Instructor for over or under evaluating the candidates' answers did not arise. Also one of our interesting finding which deserves to be brought to your notice is that the Trainees, by and large, were much more conservative in giving marks than the Instructor who revalued the answers independently. In 80% of the cases the Trainees gave to themselves much less marks than the Instructor.

PARTICIPATION OF THE KANNADA SPEAKING RESIDENTS

The Kannada speaking residents of Trivandrum extended their fullest co-operation to the course by inviting the Trainees to a Bhajan on 27-8-1970 and attended two receptions one on 22-8-1970 and another on 29-8-1970. Thus an environment normally obtainable only in the Mysore State was available in Trivandrum itself which, the Trainees made use of fully. For future courses we intend to arrange for a system of paid invitations to the homes of the native speakers on one or two Sundays to give an intimate knowledge and familiarity to the Trainees about the home life of the native speakers.

CO-OPERATION OF THE TRAINEES

Though the days' work was tiring, the Trainees withstood the course with a rare sense of responsibility. Even when they were visibly tired and when queried about it, they remarked that they were tired only in appearance but cheerful in spirits. All of them were reasonably regular even to classes in the early morning hours and agreed to adjust their week-end trips to their homes, whenever a class programme intervened. In the first week, they requested for scheduling the classes in the afternoon a bit early, so that they may leave for their rooms early. An additional cup of coffee was also asked for, which was supplied immediately. Regarding the change in the working schedule, we advised them to wait for a week and to renew the request if they so feel. They did not repeat it : But, utilized even the tea breaks to listen to recorded songs or the news broadcasts in Kannada. All of them stayed in a single lodging house on our request which made it easy for the staff members to visit them for an after-supper talk.

TOOLS IN THE COURSE

The lessons prepared and mimeographed already served as the basis of the course. Each of the Trainees had a free copy. They were also given each a map of the Kannada alphabet and a copy each of Bharadvaj's English-English-Kannada Dictionary,

Vijaya Kalyaana, a historical novel by H. Thipperudra Swamy and Gubiya Sattamotta another novel by Janardhana Gurkar as gifts from the Department of Linguistics. We could not have the help of a language laboratory which could have enabled the Trainees to imitate, record and correct on the basis of master tapes their pronunciation of Kannada. Two tape recorders one, of the Executive Instructor and another that of a Trainee were pressed into service. We were fully conscious that they were poor substitutes for a language laboratory.

REFERENCE TO INSTRUCTORS

The Instructors, I am sure will feel highly embarrassed if I am to register my appreciation for sharing the work cheerfully, constantly observing the progress of the lessons, introducing improvements in their method of teaching and fully co-operating with the whole teaching programme, sacrificing many of their personal comforts even on declared holidays. One or two occasions I saw the sick wife or the child of the staff member waiting in the car while he lectured in the class room.

ANALYSIS OF THE QUESTIONNAIRE

Before concluding the report I have to place before you a brief analysis of the age, educational background, previous knowledge of Kannada and a few other details collected through an initial questionnaire administered, before the candidate joined the course. These are correlated with the performance in the class and certain conclusions are drawn for utilization in the courses to be run in the future.

The lowest age of the Trainees is 21 and the highest is 40. Eight Trainees are in the age bracket of 21—29. Two are 40 years of age. The average age of the Trainees is 26. When age is correlated with performance the youngest of the trainees (21) had consistently scored an A grade and stood first in the class. Also one of the eldest (40) was found to be improving his score from failure to B and securing the third rank in the third test. Two trainees who are aged 24 and 25 have a score of C, B, B and D to C respectively which is ordinary. Another trainee who is 40 has a score of D, C, A and C. Therefore age cannot be considered as a sole influencing factor in getting a higher score.

Seven of the Trainees are graduates in Agriculture. They did not do any language as a part in the examinations. One is a B. Com. graduate whose language requirement for the examination is almost negligible. One is a Science graduate. Another has taken the B. A. Degree examination with 75% in Malayalam. But their present achievements have no predictable relation with their past performance in the language part. The two highest

and a low score are secured by the graduates in Agriculture. The Science graduate has a progressive score from D to B and the B. Com. graduate from D to C. The Arts graduate has a score of D, C, A and C. Again previous performance in any one of the Indian languages has no relevance in the present course.

Among the Indian languages known to the Trainees, Hindi tops the list, with 50% knowing to the extent of speaking, reading and writing and 30% knowing to read and write. One knows only to speak. Another knows that language but has not specified his ability. Only one does not know Hindi.

Among the Dravidian languages Tamil is known to 50% of the candidates. Of them, three have speaking ability. One has speaking, writing and reading ability. Another has only speaking and writing ability.

Knowledge of Hindi or Tamil acquired previously again has not helped in securing a higher score for the candidates. The candidate who has stated that he has reading, writing and speaking abilities in Hindi as well as in Tamil has secured D to C grade. The candidate who secured the highest score has stated that he knows Hindi (writing reading and speaking) and Tamil. only to read and write.

When an analysis of the previous acquaintance with Kannada through a long stay in the Mysore State has or has not helped the candidates in securing high scores in the present course is made, the results are the following: One who was in Dharwar for five years and has stated that he has speaking ability in Kannada has secured a score of A, D, B and C. Another having two months in Government offices in the Mysore State has B, A, B and A. The first rank holder has stayed only for fifty days in the Mysore State. Others, except one, have stayed there from four days to one month. One who has not at all visited the Mysore State has a score of D, B, B and B. As expected, previous visits to the language area has some influence in getting a higher score but not in all cases.

Language acquisition is a complex skill which cannot be attributed to any one factor like age, previous training in languages or the stay in the concerned language area.

The questionnaire had a few test sentences to find out how much of ignorance of Kannada each trainee has before starting the course. The most ignorant of the lot who secured the lowest rank has fared not badly because of an improved score of C, B, C and B. The most knowledgeable has a descending score A, D, B and C. A tabulated statement with the rank on the basis of the questionnaire and the four tests is given below for comparison.

QR	T_1R	T_2R	T_3R	T_4R
1	II (A)	IX (D)	IV (B)	VII (C)
2	I (A)	I (A)	I (A)	I (A +)
3	VII (D)	IV (B)	VI (C)	X (C)
4	IV (C)	V (B)	III (C)	IX (C)
4	III (B)	II (A)	III (B)	II (A +)
5	VII (D)	VII (C)	VII (C)	VII (C)
6	IX (D)	VI (C)	II (A)	VI (B)
7	VI (D)	III (B)	IV (B)	IV (B)
8	X (D)	X (D)	VII (C)	V (B)
9	V (C)	VII (C)	V (B)	III (B)

(Q = Questionnaire, R = Rank, T = Test)

The analysis though dreary has the purpose of impressing on you that the performance of the candidates in the course is due to their efforts in the class room and not due to extraneous factors.

An expert committee consisting of Prof. R. C. Hiremath, Head of the Department of Kannada and the Director of the Kannada Institute, Dharwar who has intimate acquaintance with the teaching of Kannada as a foreign language, Mrs. Elizabeth Zachariah who ably heads the Department of Education, University of Kerala, Trivandrum and Sri G. Raghavendra Rao a veteran teacher who is now the Principal of the Central School at Pattom, Trivandrum has evaluated the performance of the students and the method in the forenoon of 7-9-1970 and you will hear from Prof. Hiremath whether the course is a success and if so to what extent ?

One of the Trainees is to propose a vote of thanks in Kannada which will give you another opportunity to evaluate the yield of the course.

Mr. President and friends ! humility forbids me to observe anything more than saying that the course is not a failure on any count. The Experts will say how much of a success it is. You will also find out soon from the Trainee whether the Experts assessment is a realistic one. At least at this late hour let me be wiser in turning over the floor to Sri G. Raghavendra Rao

REQUEST TO THE PANEL OF EXPERTS

(Prof. R. C. Hiremath, Prof. E, Zachariah,
Principal G. Raghavendra Rao)

I request the Panel to assess objectively the ten Marketing Officers of the F. A. C. T. who underwent training for a period of four weeks from 10-8-1970 to 5-9-1970 and advise me whether the candidates have picked up sufficient capability in

(a) talking
(b) comprehending
(c) reading
and (d) writing Kannada

The assessment may be based on the language of the Newspapers in Kannada.

(The issues of a few Kannada Newspapers are placed on the table. The internal assessment based on four tests administered is also placed on the table to give the Panel an idea of the performance of the candidates in the class. The question papers are also filed for the Panel's scrutiny. The Panel may take the fullest liberty in modifying the assessment on the basis of the performance of the candidates before it. The assessment of the Panel is the final one.)

2. Also I will appreciate the Panel's opinion regarding the method adopted i.e. the utilization of the commonness in the related languages like Malayalam, Kannada, Tamil etc. to build up courses for teaching these languages.

(The mimeographed copy of the method and the lessons is placed on the table. The Instructors will be available for a frank discussion when required.)

3. Any other advice of the Panel for the improvement of the lessons, lesson aids, change in the duration of the course, framing of advanced courses etc. on the basis of its findings will be very much appreciated.

If the report is made available by 2-00 P. M. today, copies can be duplicated and circulated.

Department of Linguistics,
University of Kerala,
Trivandrum, 7-9-1970.

Sd/— V. I. Subramoniam
Professor of Linguistics.

REPORT ON THE PERFORMANCE OF THE CANDIDATES IN THE KANNADA LANGUAGE TRAINING CONDUCTED BY THE DEPARTMENT OF LINGUISTICS, UNIVERSITY OF KERALA, TRIVANDRUM.

7th September, 1970.

To start with we were shown the teaching material used for the course. We noted the Four written Tests conducted previously.

With this preliminary information, the test including Viva, Writing, Reading etc. was commenced at 10-45 A. M. and was over by 1-30 P. M. The candidates were found to speak Kannada Language with the proper intonation, stress, pitch etc. At the areas of common agreement there was no difficulty whatsoever. But in a few cases where the phonological difference exists between the two languages namely Malayalam and Kannada a little more training is necessary to catch the correct phonetic value. The performance of the candidates on the whole at the phonological level has been satisfactory. At the sentence level their performance was still better. They could converse easily and comprehend spoken Kannada and express easily even a little complicated idea, though at times they could use some of the English and Malayalam equivalents here and there. The grammatical knowledge of these ten students is very good. They could follow the grammatical features such as the noun, the increment and the case, the verbal endings, declensions etc.

At the reading and writing level however, they need a little more practice. If they will follow it up they could be quite good even at that. At present most of them can follow the bigger head lines in the daily newspapers and they are well acquainted with the Kannada Script.

We are extremely happy to place on record the brilliant performance of the candidates. In the objective test we have two candidates scoring more than 70% marks, six scoring between 60% and 69% and two between 45% and 59%. This is certainly an achievement in a short period of one month's training. We congratulate the Department of Linguistics, Dr. V. I. Subramoniam, Professor and Head of the Department of Linguistics, Dr. B. B. Rajapurohit, Dr. G. K. Panikkar, Mr. A. P. Andrewskutty, Miss T. Chandrika and Miss V. Mahilamma who have done a good job of teaching the language. They have designed a good course and followed it up. This goes a long way towards national integration.

We place on record the pioneering efforts made by the Kerala University in this respect which needs to be followed by other Universities.

(1) Sd/—
Mrs. Elizabeth Zachariah

(2) Sd/—
Dr. R. C. Hiremath

(2) Sd/—
Shri G. Raghavendra Rao

Trivandrum,
7th September, 1970.

FELICITATIONS FROM THE F. A. C. T.

S. Prabhakaran Nair, I. A. S.

7—9—1970

Mr. Vice-Chancellor, Prof. Subramoniam, Colleagues of the F. A. C. T., Ladies and Gentlemen,

I am not going to make a speech. I have been asked to felicitate. Before I do that, let me convey the apology of Mr. M. K. K. Nair, our Managing Director, for his inability to be present here and deliver the Valedictory address which he promised to do. He is unavoidably held up in Delhi for official work. But for this unexpected meeting which is scheduled at Delhi he would have been certainly here and gladly participated in this evening's function. I have been asked to convey his apology to the Vice-Chancellor to whom he already sent a telegram and to each one of you present here.

I am glad to say that our company, Fertilizers and Chemicals Travancore Ltd., known shortly as F. A. C. T., is deeply indebted to the University of Kerala and Dr. Subramoniam and his colleagues for organizing this course exclusively for us. That the course has been a tremendous success has been testified by the external experts who evaluated the participants. Actually I had occasion to have a brief chat with them, early today. They had all praise for the performance of the candidates. In the report also they have expressed their appreciation about the candidates and the manner in which the course is conducted That the participants are by and large able to speak a language within four weeks is certainly a glowing tribute to the method and the manner in which it is conducted. It speaks volume about the efforts of the staff which conducted this course. The participants have also certainly every reason to be proud of their achievements. As far as I know this course is the first of its kind conducted anywhere in India. The pioneering efforts of the University and Prof. Subramoniam and his colleagues have been amply rewarded. In the success of this course I see two significant results. First, that in a country torn apart by dissension mainly because of language barriers, here is an opportunity for our fellow countrymen to learn the language in the shortest time possible. This is bound to pave the way for the national integration and make India really one. As far as I am concerned, I also feel, and that is more relevant to me, is the second significant achievement : To me it is a break-through in the relationship between the University and the Industry. I am told that in all developed countries there is a close association between the University and Industry. Universities offer tailor made courses

required by the Industry. A curriculum of related subjects is designed to serve the needs of the Industry. There is a free exchange of personnel between the University and the Industry. A Professor of today may be a Senior Executive of tomorrow in an Industry and vice-versa. Unfortunately in this country the Universities and the Industry, I may be pardoned for this expression of views, mostly live in isolation. Only we cite one or two examples. Let us take Commerce graduates : They have to necessarily look up to the industry for employment. I had an occasion, to supervise the work of many commerce graduates who were joining our company. I should say that they hardly know anything about the Book-keeping in companies. They do not know what books are maintained in companies when they join the companies. If commerce graduates are not able to do this job for the company I would venture to ask of what use will their training be to the Industry. Another example that I would like to cite is about the Engineering graduates. A couple of years back, two years back to be exact, I had an occasion to sit on a selection committee for selecting executives for our company--- Senior executives in our company. Some of them who were distinguished very highly in their academic career, who had passed our written test with very high marks appeared before us for an interview. We asked some of them whether they have seen any factory. Atleast, five of the Engineering graduates had not seen any factory even though they had a degree to their credit. This is certainly a matter of concern that an Engineering graduate, mechanical or electrical joining a company without even seeing a factory during his course. It is in this background that I venture to say that the present course is a break-through. It provides them scope for better understanding about the requirement of the industry. This course has been a tailor made course for the Industry. F. A. C. T. wanted their Sales Officers to learn South Indian Languages. The University offered to provide the F. A. C. T. with a course, a short course to enable them to learn the language. If this association would get extended and more and more tailor made courses could be offered by the University both the University and Industry would be benefitted. I would also take this opportunity to suggest that courses like Commerce, a general course, should also be designed or redesigned to meet the requirements of the industry so as to enable the graduates to get employment and to enable the industry to absorb them without difficulty. Now coming back to the course, the present success has emboldened us to utilize this facility for training more and more of our personnel. I have great pleasure in announcing that if the University is willing we are willing to depute further batches of our Sales Officers for these courses. We have for the moment about 150 Sales Officers and Officers of the same cadre

who require training or learning the South Indian languages. We will be very happy to send them in batches of ten so that all of them would be trained in this way. We had discussions with Prof. Subramoniam, who indicated that there are some difficulties in getting teaching aids. Particular mention was made about the language laboratory. I had the opportunity to discuss this matter with our Management and *I am glad to say that we have accepted in principle in advancing the fees of the prospective students so that the Department would be able to purchase the required equipment.* Of course, the details have to be worked out between the University and our company. I don't want to take more of your time, I would like to congratulate my colleagues who have come from F. A. C. T. and have undergone the course and successfully completed this course. Those of you who are top scorers can be assured that this would be recognised and rewarded. I once again thank the University and the Department of Linguistics, particularly Prof. Subramoniam and his devoted band of colleagues for this help that they have offered to the F. A. C. T. and the Industry in general.

(Speech taped and transcribed)

POST SCRIPT

Following the advice of the Visiting Expert Committee to introduce the script early, the native script will be interlaced from the fourth lesson to the fourteenth lesson. From the fifteenth lesson to the end, the lessons will be printed in the native script only.

The prefatory remarks and the Introduction to the Method—the first two papers are from a forthcoming book 'A Method for Cognate Language Teaching'.

A few of the speeches have been taped and transcribed by G. K. Panikkar and B. B. Rajapurohit. A. P. Andrewskutty read the proofs. The Superintendent of the Kerala University Press supervised the efficient printing. To all of them I am grateful.

V. I. Subramoniam